

# Manokotak Nunaniq School

## TITLE I SCHOOLWIDE PLAN

As authorized under ESEA, as amended by ESSA,  
December 2015

2024-25



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## Contact Information

### School Information

Name of School: Manokotak Nunaniq Name of Principal: Jared Garlick

Address (Street, City, State, Zip): PO Box 130, Manokotak AK 99628

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### District Information

Name of District: Southwest Region School District Name of Superintendent: Audra Finkenbinder

Address (Street, City, State, Zip): PO Box 90, Dillingham, AK 99576

Phone: 907 842 5287 Fax: 907 842 5428 Email: afinkenbinder@swrsd.lrg

## Schoolwide Enactment Information

### Schoolwide Eligibility Information (for a new schoolwide plan)

What is the school's current poverty rate?	Is the school's poverty rate above 40%?	If poverty rate is below 40%, does the school have an approved waiver on file with DEED?
100%	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

### Schoolwide Plan Information

New Plan?	Initial Effective Date	Revision Date
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	08/01/2014	03/11/24

## Assurance Agreement for Schoolwide Plan

Upon implementation of the schoolwide plan, the Title I school served a student population in which at least 40% of the students are from low-income families, or the school received a waiver from the Alaska Department of Education & Early Development to operate a schoolwide program without meeting the 40% poverty threshold. The school has completed the schoolwide planning process and has met the requirements of the Title I legislation relating to schoolwide planning, implementation, and evaluation criteria as outlined in section 1114 of the ESEA. The district has worked in consultation with the school as the school developed the schoolwide plan and will continue to assist the school in implementing, evaluating, and revising the plan annually.

Name of Superintendent: Audra Finkenbinder

Signature: 

Date:

Name of Principal: Jared Garlick

Signature: 

Date: 3/18/24

## Title I Schoolwide Program Overview

A Title I schoolwide program is a comprehensive reform strategy designed to upgrade the entire education program in a Title I school in order to improve the achievement of the lowest achieving students (ESEA section 1114(a)(1)). Under ESEA, a school may initially operate a schoolwide program if it meets any of the following conditions:

- A Title I school with 40% or more of its students living in poverty, regardless of the grades it serves.
- A Title I school that receives a waiver from the Alaska Department of Education & Early Development to operate a schoolwide program without meeting the 40% poverty threshold.

### Benefits from Operating a Schoolwide Program

A school that operates a schoolwide program is able to take advantage of numerous benefits, including:

- **Serving all students.** A school operating a schoolwide program does not need to identify particular students as eligible to participate, or individual services as supplementary. (ESEA section 1114(a)(2)(A)).
- **Consolidating Federal, State, and local funds.** A school operating a schoolwide program may consolidate Federal, State, and local education funds to better address the needs of students in the school. (ESEA section 1114(a)(1), (3)).

### Consultation and Coordination

- The plan must be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. (ESEA section 1114(b)(2))
- If appropriate and applicable, the plan must be developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities. (ESEA section 1114(b)(5))
- The plan must be available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. (ESEA section 1114(b)(4))

### Implementing a Schoolwide Program

There are three required components of a schoolwide program that are essential to effective implementation: conducting a comprehensive needs assessment, preparing a comprehensive schoolwide plan, and annually reviewing and revising, as necessary, the schoolwide plan.

- **Conducting a comprehensive needs assessment.** To ensure that a school's comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment. (ESEA section 1114(b)(6)). Through the needs assessment, a school must examine relevant academic achievement data and other data to understand students' most pressing needs and their root causes. The needs assessment should include consultation with a broad range of stakeholders (described above). Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.

- Preparing a **comprehensive schoolwide plan** that describes how the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. (ESEA section 1114(b)(7)).
  - The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. (ESEA section 1114(b)(7)(A)(i), (iii)). The schoolwide plan may include one or more of these activities:
    - counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
    - preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
    - implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
    - professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; and
    - strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs;
  - The plan must also contain descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. (ESEA section 1114(b)(7)(A)(ii)).
  - To ensure that the plan results in progress toward addressing the needs of the school, the plan should include benchmarks for the evaluation of program results. This plan may be integrated into an existing improvement plan.
- **Annually evaluating the schoolwide plan**, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3)).

## Plan Development and Consultation

A. Describe the composition of the planning team. Provide a list of team members, who they represent, and their roles and/or responsibilities. (Each group should have at least one participant.)

### Schoolwide Program Planning Team

Representation	Name of Team Member	Roles/Responsibilities
<b>Principal:</b> <i>(required)</i>	<ul style="list-style-type: none"> <li>Jared Garlick</li> </ul>	Development and implementation
<b>Teachers:</b> <i>(required)</i>	<ul style="list-style-type: none"> <li>Amber Parks</li> <li>Diane Knott</li> </ul>	Development and implementation
<b>Paraprofessionals:</b> <i>(required)</i>	<ul style="list-style-type: none"> <li>Kyla Gloko</li> <li>Virginia Bartman</li> </ul>	Development and implementation
<b>Parents &amp; Community:</b> <i>(required)</i>	<ul style="list-style-type: none"> <li>Pansy Alakayak</li> <li>Jeweline Ayojiak</li> <li>Bibiana Gloko</li> <li>Diane Mochin</li> <li>Tessa Nickerson</li> </ul>	Development and implementation
<b>School Staff</b> <i>(required)</i>	<ul style="list-style-type: none"> <li>Audrey Gloko-Nanalook</li> </ul>	Development and implementation
<b>Technical Assistance Providers:</b> <i>(as appropriate)</i>	<ul style="list-style-type: none"> <li>Larry Bartman</li> </ul>	Technology planning and implementation
<b>Administrators:</b> <i>(as appropriate)</i>	<ul style="list-style-type: none"> <li>Candace Hall</li> </ul>	Instructional program implementation and support
<b>*Title Programs:</b>	<ul style="list-style-type: none"> <li>Jon Clouse</li> </ul>	Monitoring and support
<b>*CTE:</b>	<ul style="list-style-type: none"> <li>Jerry Jones</li> <li>Bert Lillie</li> </ul>	Development and implementation Development and implementation
<b>*Head Start:</b>	<ul style="list-style-type: none"> <li>Kristin Gamechuk</li> </ul>	Development and implementation
<b>Specialized Instructional Support:</b> <i>(as appropriate)</i>	<ul style="list-style-type: none"> <li>Mary Lillie</li> </ul>	Development and implementation
<b>Tribes &amp; Tribal Organizations:</b> <i>(as applicable)</i>	<ul style="list-style-type: none"> <li>Manokotak Village Council</li> </ul>	Development
<b>Students:</b> <i>(if plan relates to secondary school)</i>	<ul style="list-style-type: none"> <li>Kelisha Gloko</li> <li>Taylor Nick</li> </ul>	Development
<b>Other:</b> <i>(as needed)</i>	<ul style="list-style-type: none"> <li></li> </ul>	

\*Administrators of programs that are to be consolidated in the schoolwide plan.

B. Describe the process used to develop the schoolwide plan.

There will be one small team consisting of school staff and a larger team consisting of school staff, parent(s), Tribal representative, community member(s), and district staff as needed.

1. Staff team meets to perform an initial needs assessment based on available data (statistical and anecdotal).
2. Initial needs assessment is brought to the whole team to determine additional areas of need; prioritize the needs; and develop goals to address between one and three need areas. The timeline of the goals may be several years in the future to allow for full implementation of a plan.
3. Staff team meets to develop an actionable plan to address the identified needs areas.
4. The initial actionable plan is brought to the whole team for review and revisions are made as necessary.
5. The Title IA plan is presented to the community at the annual Title IA meeting in the fall of the following year.
6. Recruitment of stakeholders to be a part of the planning team occurs during the fall Title IA meeting.

**C. Use the following table to summarize the steps and activities of the planning process. Provide information about meeting dates and agenda items/topics as well as future meeting dates.**

Meeting Dates	Agenda Topics/Planning Steps	Participants at Meetings (check all that apply)
10/6/2023	Title IA Budget	<input checked="" type="checkbox"/> Planning Team <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
1/17/2024	Parent/Family Engagement Plan Development	<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
1/17/2024	Educational Overview	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
08/24/2023	Open House	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input checked="" type="checkbox"/> Parents/Community
03/08/2024	Needs Assessment	<input checked="" type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
mm/dd/yy		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
mm/dd/yy		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
mm/dd/yy		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
mm/dd/yy		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community
mm/dd/yy		<input type="checkbox"/> Planning Team <input type="checkbox"/> All Staff <input type="checkbox"/> Parents/Community

**D. Describe the process for communicating with all members of the school and community who were not part of the planning team about the planning process, data collection, plan development, and plan approval. Include specific information describing how parents were notified of the schoolwide planning process and involved in the plan development.**

The planning process, data collection, plan development, and plan approval communication plan is as follows:

- September - a letter is sent home to all parents.
- September – process explained during annual Title IA meeting with community
- September – process is presented at a local CSC meeting
- September – recruitment of stakeholders for the planning team
- February – needs assessment is completed
- March – schoolwide plan updated
- April – revised schoolwide plan presented at a local CSC meeting or parent/community meeting
- April – letter sent home about revised plan and explaining how to access the Title IA Schoolwide Plan

# Comprehensive Needs Assessment

## A. Provide a brief description of the school, attendance area, and community.

Manokotak Nunaniq School is a PreK-12 school located in the community of Manokotak and has a student population between 135-150 students. Manokotak Nunaniq School is part of the Southwest Region School District which is a regional education attendance area within the Dillingham Census Area. The community of Manokotak has a population of about 485 residents.

## B. Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all members of the school community (including regular education, special education, talented and gifted, migrant, English Learners, homeless, foster care, etc. as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children.

The comprehensive needs assessment is comprised of several steps that include, but are not limited, to the following activities:

1. A profile review that consists of an analysis of student achievement (AK Star, MAP, local assessments) attendance, enrollment trends, graduation rates, and behavioral data. This data is broken down by sub-group when possible.
2. A profile review that consists of an analysis of instructional staff retention rates, attendance, qualifications, and other information (teachers and paraprofessionals)
3. A program review of site specific programs including a fidelity review, cost analysis, and desired outcomes.
5. A community review was completed to engage the community in identifying areas of need and strengths.

The needs assessment is outlined in the schoolwide plan which is shared with staff and community through the district website, at the annual Title IA meeting, during a CSC meeting, and available by hard copy by request.

**C. Summarize the areas the school's current educational program that need improvement as identified in the comprehensive needs assessment. Identify priority of focus areas for achieving the outcomes of the proposed schoolwide program as being High, Medium, or Low.**

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
State Summative Assessment and other district assessment data	Reading Language arts instruction for all students	High	2021/22 AK STAAR Proficiency rate was 1.64% 2022-23 AK STAR data is not available yet  Winter 23/24 Map Reading Data indicates 10% of students are above the 41st percentile (12 of 121)
	Mathematics instruction for all students	High	2021/22 AK STAAR Proficiency rate was 10% or fewer 2022-23 AK STAR data is not available yet  Winter 23/24 Map math data showed that 22% of students are above the 41st percentile (26 of 121)
	Science instruction for all students	Med	Winter 23/24 MAP Science data showed that 21% of students are above the 41st percentile (17 of 79)  2022-23 Alaska Science assessment shows a proficiency rate of 10.3%
	Support for students with disabilities	Med	2021/22 AK STAR ELA and Math Proficiency rate was below 40% 2022-23 AK STAR data is not available yet 2022/23 attendance rate was 82.66% 2022/23 graduation rate was 100%
	Support for migrant students	Med	2021/22 AK STAR Proficiency rate was 10% or fewer 2022-23 AK STAR data is not available yet 2022/23 attendance rate was 82.5% 2022/23 graduation rate was 100%
	Support for Economically Disadvantaged students	Med	2021/22 AK STAR ELA Proficiency rate was 10% or fewer 2021/22 AK STAR Math Proficiency rate was 5% or fewer 2022-23 AK STAR data is not available yet 2022/23 attendance rate was 82.42% 2022/23 graduation rate was 100%
ELP Assessment (Access 2.0)	Support for ELP students to obtain proficiency in English	Low	1 ELP student - previous test score from 2019
Graduation & dropout rate	Graduation and dropout rate	Med	2022-23 graduation rate was 75% 2022-23 dropout rate was 8.93%
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	High	2022-23 attendance rate was 83.41% 2022-23 chronic absenteeism was 70.3%

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
Demographic data	Support for populations subgroups such as homeless, foster care, or neglected & delinquent groups	Low	Foster Care students - 2022-2023 attendance rate - 85.88%  No identified homeless children  There are policies and procedures in place to ensure students in these demographics have the opportunity for an education including the removal of enrollment barriers.
Curriculum	Core curriculum align vertically and with state standards	Low	The adopted curricula went through a review process by a curriculum committee to ensure alignment to state standards
Instruction	Effective instructional strategies and tiered interventions	Med	Intervention time is still used in classroom settings to address learning gaps and provide differentiated instruction for students.
Assessment	Use of formative and progress monitoring assessments to improve instruction	Low	Using NWEA MAP and DIBELS three times a year to monitor progress in reading, math and science.
Supportive Learning Environment	Safe, orderly learning environment	Med	School leadership team is working on tier two and tier three support levels of PBIS to continually improve behavior and safety
Family Engagement	Family and Community Engagement	High	Community engagement is strong for sporting events, but low for parent teacher conferences and other academic celebrations/events.
Professional Development (PD) needs assessment	PD to support curriculum, instruction and assessment	Low	PD is focused on teaching expectations and engaging families
Professional Development (PD) needs assessment	PD to support individual teacher skills	Low	PD is focused on classroom strategies to improve engagement and academic development
Professional Development (PD) needs assessment	PD for hiring qualified teachers	Low	The hiring process is initiated at the district level
Leadership	Recruiting, Training and Retaining qualified teachers	Low	The hiring process is initiated at the district level
Other:			
Other:			

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
Other:			

D. As a result of the comprehensive needs assessment and/or annual review and evaluation of the schoolwide plan, identify three or four goals to be addressed within the comprehensive schoolwide plan during the year for the high priority areas of need identified. Indicate the specific area of need (content, subgroups, etc.). Include current baseline data and a measurable goal/target for the year. In the Evaluation Measure column, indicate what data source will be used to determine whether the target has been met and/or the evaluation tools to be used.

Area of Need	Baseline Data	Measurable Goal/Target	Evaluation of Measure
Reading	Winter 2023-2024 reading data indicates 10% of students are above the 41st percentile	In the 2024-2025 school year, the percentage of students above the 41st percentile will be 15% or higher	2024-25 Winter MAP assessment data for reading
Family engagement	The 2023-24 participation rate of families during family engagement events was less than 30%	By the end of 2024-2025, the participation rate of families during family engagement events will be 40%	2024-25 attendance records for school-wide scheduled parent engagement activities (parent teacher conference, parent meetings, etc.)

## Schoolwide Plan Strategies

### A. Describe the strategies that the school will be implementing to address the identified school needs.

For Parent activities such as parent teacher conferences and Family nights at the school, we will provide light snacks, drinks, and provide board and other types of games and books for the families to engage in and to encourage more participation. We will incorporate the Accelerated Reading program at our school to encourage reading at school and at home. We will also buy prizes and schedule events to celebrate students that complete a specific number of reading goals. We will also provide after school programs such as tutoring, chess club, weight lifting, and graphic design/screen printing, with an emphasis on recreational and technical reading and writing to improve performance in these areas.

### B. Describe the strategies that the school will use to provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards.

We will provide Professional development to help improve tier 1 instruction delivered at our school. In addition, we will provide intervention strategies for pull out groups for students that qualify for SPED service, ELL students and other students that are performing below grade level in reading and mathematics. We will also base lesson plans on district provided curriculum. We will provide after school tutoring along with other additional support services after school for all students that need additional time to complete assignments. We will also allot time during the school day in secondary classes four times a week for specific intervention of reading strategies and skill improvement tailored to each individual secondary student. Interventions will be aligned with the district MTSS plan.

### C. Describe how the school will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

We will offer a wide variety of courses for our students. In addition, we will also offer specialized instruction for those that are on IEPs and need additional instruction or transitional services. We will implement plans to help engage parents in the educational process and solicit feedback from the community regarding areas of focus that are relevant to members of this community and the future needs of the community. We will provide professional development to improve classroom management and student engagement strategies. We will also provide a social and emotional learning curriculum to our classrooms to help develop and educate the whole child. In addition, we will have some students that will be enrolling in and completing dual enrollment courses throughout the school year to earn college credit in high school.

### D. Describe how the school will address the needs of those at risk of not meeting the challenging State academic standards.

Students at risk of not meeting state academic standards will be given opportunities to participate in small group and one-to-one interventions provided by school staff. These interventions will be offered throughout the school day and will focus on reading and math development. In addition, tutoring will be offered after school during the week to help students that need additional help in meeting state academic standards.

## Annual Evaluation & Review Process

### **A. Describe how the school will evaluate whether the elements of the schoolwide plan have been implemented as planned.**

We will address the schoolwide plan twice monthly in our CSC and PBIS meetings to assess implementation percent and what steps have been completed and which steps still need attention.

### **B. Describe how the school will measure and report student progress on the State's annual assessments and other indicators of student achievement at the end of the school year, for all students and for subgroups of students.**

We will provide MAPS assessments and DIBELS assessments throughout the year and measure the growth and improvement in those areas throughout the school year. We will also gather data on end of year Alaska state assessments. We will present that information in CSC meetings and parent meetings.

### **C. Describe how the school will evaluate the results of the schoolwide plan in increasing student achievement in meeting the State's academic standards, particularly for those students who have been further from achieving standards, and meeting the goals and objectives in the plan.**

We will progress monitor students performing at lower levels and provide monthly updates in our collaborative and PBIS meetings. We will discuss measures and interventions being used and compare data to ensure students in these performance groups are given additional access to programs that will improve their academic performance.

### **D. Describe how the school will use the results of the annual evaluation of the effectiveness of the schoolwide plan to make revisions to the plan to ensure continuous improvement of the students in the schoolwide program.**

We will reflect on areas that were successful and the results of those successes. If they are areas that help improve academic performance and increase parent engagement, we will continue implementing those strategies. If there are strategies implemented successfully that do not improve academic performance or parent engagement, those strategies will be re-assessed to determine if they should continue. Strategies that were not implemented successfully will be re-evaluated to determine why they were not implemented and what steps need to be taken to reach full implementation. This information will inform our plan moving forward and help ensure continuous improvement.

## Financial Requirements

A. Indicate which, if any, of the state, local or federal program resources are used to support the schoolwide plan. (Include only funds that are used to implement components of the schoolwide plan in the school. See 34 CFR, Section 220.29 for regulations relating to consolidation of funds from federal programs.)

Check if used	Dollar Amount	Program funds used to implement components of the schoolwide plan (check all that apply)
<input checked="" type="checkbox"/>	\$136,075	Title I, Part A: Improving Basic Programs Operated by Local Education Agencies
<input type="checkbox"/>		Title I, Part C: Education of Migratory Children**
<input type="checkbox"/>		Title II, Part A: Preparing, Training and Recruiting High Quality Teachers and School Leaders
<input type="checkbox"/>		Title III, Part A: English Language Acquisition, Enhancement, & Academic Achievement
<input type="checkbox"/>		Title IV, Part A: Student Support and Academic Enrichment Grants
<input checked="" type="checkbox"/>	\$63,000	Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education**
<input type="checkbox"/>		IDEA Part B**
<input type="checkbox"/>		Carl Perkins
<input checked="" type="checkbox"/>	\$2,643,000	State Funds
<input type="checkbox"/>		Local Funds
<input checked="" type="checkbox"/>	\$24,000	Other: Head Start
<input type="checkbox"/>		Other:
<input type="checkbox"/>		Other:
<input type="checkbox"/>		Other:

\*\*The use of Migrant Education, Indian Education, and IDEA funds have additional restrictions.